DOCUMENT RESUME

ED 257 991 CE 041 656

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|---|---|
| AUTHOR | Boyle, Karen Kimmel |
| TITLE | Coordinate Career Resource Centers. Module CG C-5 of Category C--Implementing. Competency-Based Career Guidance Modules. |
| INSTITUTION | American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education. |
| SPONS AGENCY | Office of Vocational and Adult Education (ED), Washington, DC. |
| REPORT NO | ISBN-0-934425-17-5 |
| PUB DATE | 85 |
| NOTE | 70p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 640. |
| AVAILABLE FROM | Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050. |
| PUB TYPE | Guides - Classroom Use - Materials (For Learner) (051) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | Behavioral Objectives; Career Education; *Career Guidance; *Competency Based Education; *Coordination; Counselor Evaluation; *Counselor Training; *Guidance Personnel; Guidance Programs; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Occupational Information; Postsecondary Education; Program Development; Program Implementation; *Resource Centers |
| IDENTIFIERS | *Career Resource Centers |

ABSTRACT

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel become more familiar with how to plan, operate, and evaluate a career resource center. It begins with a section that presents the module goal and a listing of the six competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

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# Coordinate Career Resource Centers

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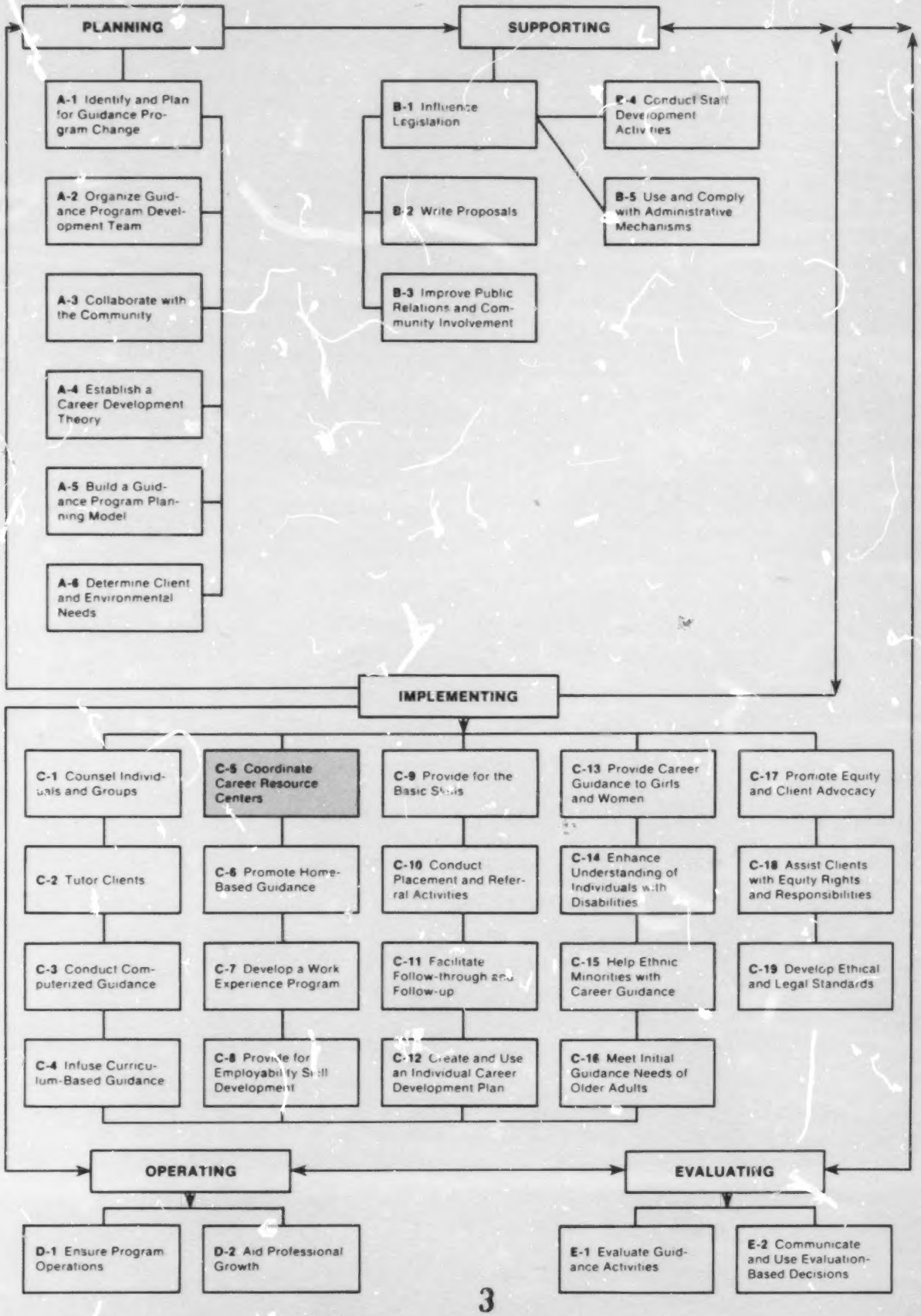
# COMPETENCY-BASED CAREER GUIDANCE MODULES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SUPPORTING
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A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
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A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
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B-2 Write Proposals
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B-4 Conduct Staff Development Activities
B-5 Use and Comply with Administrative Mechanisms
IMPLEMENTING
C-1 Counsel Individuals and Groups
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C-4 Infuse Curriculum-Based Guidance
C-5 Coordinate Career Resource Centers
C-6 Promote Home-Based Guidance
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C-18 Assist Clients with Equity Rights and Responsibilities
C-19 Develop Ethical and Legal Standards
OPERATING
EVALUATING
D-1 Ensure Program Operations
D-2 Aid Professional Growth
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

# Coordinate Career Resource Centers

MODULE CG C-5

Module CG C-5 of Category C — Implementing
**Competency-Based Career Guidance Modules**

by Karen Kimmel Boyle
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1985

ISBN 0-934425-17-5

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Old Mansfield Road, Wooster, Ohio 44691-9050. 1-800-321-4681 or in Ohio call (216) 264-6666.

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# FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education, under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, CETA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions. over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

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- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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# ABOUT THIS MODULE

**COORDINATE CAREER RESOURCE CENTERS**

**Goal**

**After completing this module, career guidance program personnel will have become more familiar with how to plan, operate, and evaluate a career resource center.**


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# ABOUT USING THE CBCG MODULES

## CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

## Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

**Introduction.** The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

**About This Module.** This section presents the following information:

**Module Goal:** A statement of what one can accomplish by completing the module.

**Competencies:** A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

**Reading.** Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

**Learning Experiences.** The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

**Individual Activity:** This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

**Individual Feedback:** After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

**Group Activity:** This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

**Evaluation Techniques.** This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

**References.** All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

# INTRODUCTION

Why have a career resource center?--Does your agency need a place to house numerous career information materials? Do your clients need an area in which they can explore materials that will assist them in selecting, acquiring and adjusting to a career? Do staff members want a centralized area in which they can conduct career guidance activities such as group counseling or viewing a film on careers in the medical field? Would staff members like to have a library of professional career-related materials to assist them in providing career guidance? If you answered "yes" to any of these questions, you should consider establishing a career resource center. It can serve as the hub of your career guidance program, and the majority of planned career development activities can occur right in the center.

The career resource center is a relatively recent innovation that has resulted from an increased emphasis on career development and career planning. Other terms for a center with the same focus are career centers, career guidance centers, life role laboratories, and life planning centers. No matter what term is used the purpose is the same--to address career development programmatically. You, as the coordinator of the career guidance program, will probably be responsible for assuring the establishment, implementation, and evaluation of the career resource center. You will need planning and organizational skills. You will need to determine if the career resource center is really needed, what its purpose, goals, and objectives will be, how it will be organized, what activities will take place in the center and who will conduct them, what resources will be included, and how to evaluate its effectiveness.

You will have acquired many skills used in establishing and operating a career resource center through other modules in this training package, such as writing goals and objectives, assessing resources, and conducting guidance and counseling activities. When you have completed this module you will be familiar with setting up a career resource center and you will know how to complete the critical steps for establishing a center. The competencies and learning experiences contained within this module represent the most crucial skills needed by you, but they are not the only ones. This module should provide you with the information and skills needed to ensure that the career resource center runs properly.

# Determining Need

**Competency 1** — Determine whether a significant number of the highest priority career guidance needs of clients can best be met by providing the services of a career resource center.

A career resource center should be started for the correct reason--it is needed to assist clients in making appropriate career decisions. No agency, be it a school, community agency, correctional institution, religious organization, or any other type, should establish a career resource center just because it sounds like a good thing to do. If the center is not designed to benefit its potential clients, it probably will not be used and your careful plans will not be fulfilled.

How do you determine whether the clients in your agency need a career resource center? Needs assessment techniques and procedures are fully described in module CG A-6 *Determine Client and Environmental Needs*; therefore, time will not be spent here presenting that information. One of the outcomes listed in that module is the ability to **determine the career development needs of your clients**. Once you have determined which needs the career guidance program should focus on, you have to decide how the agency is going to assist the clients in meeting these needs.

Another assessment process is needed to determine whether a career resource center would be an effective means of delivering career guidance based on client needs. Prior to conducting the assessment, you will have to decide on the exact purpose of the assessment. (You may want to make this and related decisions with the assistance of a small group of interested individuals.) Possible purposes include: (1) to determine if the clients think the career resource center will be useful in meeting their needs, (2) to determine which functions of a career resource center clients think would be most beneficial, and (3) to determine how to operate the center to best meet client needs.

After the exact purposes of the assessment have been determined, you will have to decide what information needs to be collected. For example, determining which functions of the career resource center clients think would be most beneficial may be the purpose. The necessary information should address what types of resource materials would be available and what types of activities the center would provide.

Determining how to collect the necessary information depends on a number of variables. The number of people you are going to assess and the number of individuals available to help with the assessment will be two variables. In most cases, you would receive more input from the use of **personal interviews** than you would from a **paper-and-pencil survey**. However, if you are asking a large number of people to provide input and have only a few persons assisting you with the assessment, personal interviews would be very time consuming and tiring. Therefore, you will probably develop a paper-and-pencil survey.

Take the necessary amount of time to formulate questions for your assessment instrument. One way is to hold informal discussions with colleagues and perhaps with some potential users of the career resource center to determine what they think the center should offer. Items should be as clear and concise as possible. A checklist survey form or interview sheet is the easiest to complete and tabulate. The questions you ask should focus on the following areas.

1. The types of resources that will be included in the center
2. The types of activities that will occur in the center

3. The hours the center should be open

4. The ways in which the center may be used

Sample 1 contains examples of assessment questions.

- What type of introduction or explanation will be given with the assessments

The list is intended to get you started thinking about the administrative aspects of the assessment process.

## Sample 1

## Assessment Questions

1. Various materials will be available in the career resource center. Please indicate how useful you think each type will be by circling the appropriate number.

| | Very Useful | Useful | Not Useful |
|---|---|---|---|
| • Written material about jobs | 1 | 2 | 3 |
| • Directories on training programs after high school | 1 | 2 | 3 |
| • Written materials about hobbies | 1 | 2 | 3 |

Be careful to explain terminology that may not be understood by your potential clients.

By testing the assessment tool on a small group of potential center users before it is finalized, you will be able to identify questions that do not elicit the type of response you want.

The mechanics of the assessment also need to be considered. These include the following:

- When people will receive the assessment (at an arranged time, whenever you see them, all at one time, in small groups)
- Where the collected assessment data will be stored (in your office, under lock and key, available for others to read)
- Who will be responsible for different portions of the assessment (coordinator, paraprofessional, clerical)

Another major administrative consideration is **who** will receive the assessment instrument. Ideally all of your clients or all of the potential users of the career resource center should have the opportunity to provide their ideas on the need for the center. However, if you are involved in a setting that serves hundreds of clients or where some clients come to you on an infrequent basis, you will want to consider contacting a representative sample. In agencies or organizations that serve numerous clients on a continual basis (such as a school or church), you may want to administer the assessment tool to a representative segment of clients (such as one English class for each grade level). For persons who are involved in settings where clients are served on an infrequent basis (perhaps once a month), you might want to assess all the clients that are served during a particular day or week, depending on the number of individuals involved.

After the assessment has been conducted you will need to analyze the data received. Procedures on how to perform this task are outlined in module CG A-6 *Determine Client and Environmental Needs*. If the data indicate that a career resource center would benefit clients in meeting their career development needs, you have accomplished the first step in planning and operating a career resource center.

## Stating Purpose, Goals, and Objectives

**Competency 2**

**State goals and objectives for the career resource center that include developing self-awareness as well as providing information concerning the labor market and the educational and training requirements of various occupations.**

Once the need for the center has been established, you will be required to describe in more detail its general purpose, goals, and objectives. You may raise the question, "Why do I have to formulate goals and objectives? I have already determined that the potential users of the center think it would be helpful to provide material resources on occupational, leisure, and educational concerns; mini-sessions on job seeking skills; and group counseling sessions on peer interactions." Through the assessment you have been able to obtain a feel for the potential users' areas of interest; however, a **detailed written statement of purpose** goes far in obtaining financial and moral support from the administration, staff, and others. Goals and objectives are translations of the results of the needs assessment into statements that provide direction to the program.

The general purpose statement would provide policy makers and others with a sense of the career resource center's mission. A purpose statement might read:

> The career resource center is designed to provide our clients with occupational, educational, and avocational information that will assist them in their career planning, preparation, and adjustment. The information will be imparted to clients via material and human resources, and through individual and group activities such as group mini sessions, individual counseling sessions, computerized information services, and resources speakers.

This kind of statement outlines what the center is to accomplish and would serve as a lead-in to a discussion of specific goals and objectives.

The process of writing goals and objectives is covered in module CG A-5 *Building a Guidance Program Plan*. When writing goals and objectives, it is extremely important to remember that the services of the center include assisting individuals to become more aware of themselves as total human beings and to achieve the self-understanding necessary to select an occupation. Sample 2 lists some goals and objectives.

A number of objectives will be written for each goal. The **objectives provide detail to the goals** and are stated in measurable terms. Well-written objectives can help determine whether or not the center's goals have been reached, and they give a direct focus to the program.

With a clear purpose, goals, and objectives, you have a much stronger chance of obtaining support for the career resource center. Policy makers are looking for demonstrated accountability.

## Sample 2

### Goals of a Career Resource Center

1. To create in clients a desire to participate in the career resource center's activities.
2. To make the center's resources and activities known to clients.
3. To assist clients in becoming more aware of their own interests, abilities, physical attributes, personal and social behaviors, values, and preferences as they relate to available career opportunities.
4. To assist clients in becoming knowledgeable of the career options open to them.
5. To acquaint clients with available training opportunities.
6. To aid clients in learning strategies for making decisions and solving problems.
7. To assist clients in formulating goals and plans for achieving those goals.
8. To aid clients in obtaining job-seeking and job-keeping skills.
9. To encourage clients as they implement their career plans.
10. To assist clients in monitoring their progress toward their goals.
11. To provide support to agency staff in conducting career guidance activities.
12. To obtain evaluative information from clients.

## Preparing a Plan

**Competency 3**

**Prepare a detailed plan for establishing a career resource center that states the center's rationale, goals and objectives, activities to be conducted, individuals responsible for each activity, equipment and materials needed, floor plan, time lines for conducting activities, evaluation component, and budget.**

What purpose does a written plan have in the operation of a career resource center? One is that the plan provides **a blueprint** of what the center will accomplish. It can be shared with policy makers, interested community members, and others. The plan is a major step beyond the formulation of goals and objectives and shows that you have thought through approaches to operating the center. In addition, if your center is staffed by more than one person, the plan is a means by which everyone can be kept informed of the center's total efforts--much like a curriculum guide for a school district, a PERT chart for a construction project, or a lesson plan for team teachers. The plan can vary in specificity depending on the needs of individuals using it. It may be helpful to start with a detailed plan and adjust it along the way. Remember that the written plan is a **flexible**

**tool** and is not to be thought of as something "set in concrete." The plan should be reviewed on a regular basis.

The previously formulated goals and objectives are the start of a written plan. Additional components of a plan include the list of activities to be conducted, the staff responsible for each activity, equipment, and materials needed for the activities, time lines for conducting activities, and budget. Sample 3 presents one format and a portion of a plan.

Concerns not usually included in a written plan are staffing, housing, and arrangement of the center. Staffing options vary, and the number of services provided by the center reflect directly on the types of staff members you employ. The three broad categories of staff personnel are **professional**, **paraprofessional**, and **clerical**. All or some of these types of persons can be included in the staffing pattern on a full- or part-time basis in a paid or voluntary capacity. With limited staffing, a career resource center coordinator (a professional) would oversee activities of clerical and paraprofessional staff. With expanded staffing, additional professional staff such as placement specialist, career information specialist, and work experience coordinator would be included. Remember that secretaries with some training can assist clients in many of their activities in the center. A good support staff allows professionals (e.g., counselors, psychologists, social workers) to spend more time assisting clients with complex problems.

**Where to house** a career resource center and **how to set it up** are two more major planning concerns. Ideally, a center is located in an area to which clients, including handicapped individuals, have easy access. It should be housed in a large enough area to display the resource materials appropriately, contain sufficient work areas, and accommodate other activities which may occur at the center. A center can be housed in a hallway, corner of a library, an extra room, or a mobile guidance van.

There are many planning issues involved in starting a career resource center, and you need to spend time thinking through exactly how the center will assist clients in their career development.

## Collecting, Evaluating, and Acquiring Resources

The appropriate resources, **material and human**, will ensure that the career resource center successfully meets the goals of the career guidance program.

Material resources can be classified into three major groupings--printed (books, directories, pamphlets), audiovisual (films, filmstrips, tapes), and manipulative (computers, games, kits). The materials should represent the content areas of occupational, educational, personal-social, and avocational information.

Human resources assist in providing clients with career development activities. These individuals can be staff members, community members, or peers. Human resources are of great value to you as you plan and operate the career resource center. They can conduct many activities such as group sessions on job seeking skills, presentations on various occupations, discussions of employment opportunities in local business, and demonstrations of vocational skills.

There are a number of resource materials available. The federal government publishes the *United States Government Manual*, which is useful in determining which departments and agencies within the U.S. Government structure might produce materials of interest. In addition, the *Monthly Catalog* announces many new publications available from the federal government. Two major government publications on occupational information are the *Dictionary of Occupational Titles*

## Sample 3

## Written Plan

**Goal:** To create a desire in clients to participate in the career resource center's activities

**Objective:** To conduct an open house for potential users of the center

| Activity | Persons Responsible | Resources (Materials and Equipment) | Budget | Time Line |
|---|---|---|---|---|
| 1. Develop and distribute promotional materials for the open house | Coordinator<br>Paraprofessional<br>Secretary | All supplies<br>Duplication capability | $20.00 | October 3 – October 10 |
| 2. Decide whom to invite to open house | Coordinator | | | October 3 – October 4 |
| 3. Develop activity for the open house such as tour, demonstration, presentation | All center staff | Lettering or printing capacity<br>Signs<br>Handouts | $25.00 | September 15 – October 3 |
| 4. Arrange for refreshments | Secretary | Coffee<br>Pastries | $50.00 | October 11 |
| 5. Conduct open house | All center staff | | | October 15 |
| 6. Evaluate effectiveness of open house | Coordinator<br>Secretary | Printed checklist-type questionnaire<br>Tabulation forms | $10.00 | October 16 |

(available from the U.S. Department of Labor, Manpower, and the Administration) and the *Occupational Outlook Handbook* (available from the U.S. Department of Labor, Bureau of Labor Statistics). The U.S. Department of Labor, Bureau of Labor Statistics publishes numerous pamphlets which will be of interest to many clients. The Women's Bureau of the Labor Department has a number of books and pamphlets on women's employment issues.

Institutions and agencies in your state and local area that might have materials of interest include public, university, and college libraries; state employment security offices; labor and human resource agencies; chambers of commerce or other private agencies; bureaus of apprenticeship and training; state or regional offices; departments of education; state or private child welfare agencies; community groups; state advisory commissions on women, and professional organizations.

A number of directories on the market describe free or inexpensive resource materials. They include the following:

- *Bibliography of Career Education Materials*
- *Career Education News*
- *Career Guidance: A Handbook of Methods*
- *Career Index*
- *Career Tests and Resources*
- *Educators Guide to Free Materials*
- *The Multi-Media Center Catalog: Books, Periodicals, Films, and Cassettes*
- *NVGA Bibliography of Current Career Information*

Postcards are a convenient way of requesting materials. Remember to preview everything before you purchase it.

## A Selection of Materials for Career Resource Centers

The career resource centers in the Montgomery (Maryland) County senior high schools have available the following materials for their users.

**Educational Materials**

A. **Two-year and Four-year College Materials**

1. The *College View-Deck*. This is a tool for matching colleges to desired college characteristics.

2. The *College Handbook*, *Lovejoy's College Guide*, *Barron's Profiles of American Colleges*, *The College Blue Book* series; *American Universities and Colleges*, and the *Guide to Continuing Education in America* are examples of types of materials that could be kept together on a **college search table** along with the View-Deck and **SAT**, **ACH**, and **ACT** test application materials.

3. A vertical file labeled **college files** should contain applications, pamphlets, and other materials sent to the school from various colleges. College catalogs should be available.

B. **Business, Trade, Technical, and Vocational School Materials**

Following are examples of types of materials that should be available in this category:

1. *Lovejoy's Career and Vocational School Guide*

2. The *Occupational Education* volume of the *College Blue Book*

3. The *NATTS Directory of Private Trade and Technical Schools*

4. A vertical file of pamphlets, etc., from various business and trade schools

C. **Apprenticeships**

1. *Apprenticeship Information: A Handbook for Guidance and Employment Counselors* lists all approved programs with pay, term of apprenticeship, location, etc., for the state of Maryland. This, along with a series of booklets published by the Labor Department and other miscellaneous items relating to apprenticeship, should be kept in a special area of the center.

2. A section of the Special Interest File (see Other Materials, below) should be devoted to various items on apprenticeship.

3. Apprenticeship program openings can be announced in the daily bulletin and posted immediately in the career center.

**Other Materials**

A. **Major Employers in the Washington Area and Nationally**. This is a file of information published by large companies about their employment opportunities. Local, state, and federal government employment applications and information are filed here.

B. **Special Interest File**. This file contains miscellaneous items of interest such as: ACTION (Peace Corps, Vista) information, BEOG, Project OPEN, Campus Life, Apprenticeship information, Senatorial Page applications, On-the-job training information, GEG and CLEP test information, Tutor Services, Unions, and any other items of general interest received in the center.

C. **Career Information for Women and Minorities** may be a section of the center where information pertaining to the needs of special groups can be kept.

D. **A Financial Aid Table** can be maintained where PCS and BEOG forms are available. In addition, pamphlets from various schools regarding their financial aid programs can be rotated to give students an idea of what is available.

E. **A Summer Program File** can be maintained where items regarding summer school, summer jobs, internships, and other opportunites are kept during the regular school year. These items should be posted during the late winter and spring.

F. **A Military Careers Pamphlet Rack** can be used to display materials available from the services about careers in various branches. In addition, the various services can be listed in the **career files** where similar information about careers is available.

G. **A Career Center Calendar** listing upcoming activities could be kept outside the door to the career center.

H. **A Happenings Board** should be kept within the center to post new items, advertise programs or opportunities of general interest, and bring to the attention of browsers any information which is current or timely.

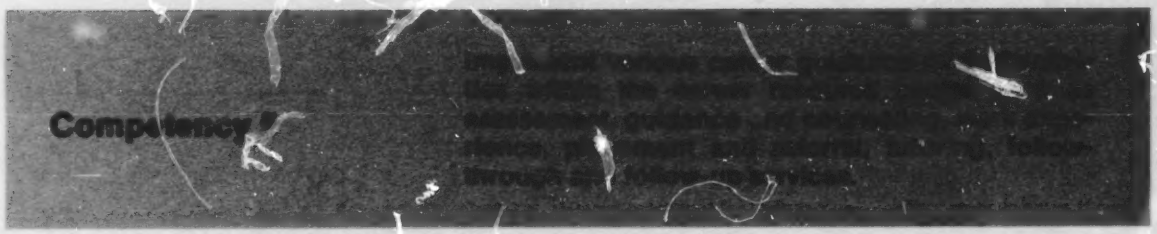
I. **A Testing Board** can be the locus for SAT, ACT, Achievement Test dates and related information. It should be placed near the **college search table**.

J. **Class Sets** of various career pamphlets can be used by classes visiting the center.

Once the resources have been identified they should be evaluated. The **criteria for evaluation** include appropriateness of content, applicability to the population served, currency of resources, user appeal, accuracy, comprehensiveness, lack of sex and racial bias, and cost. By applying a criterion checklist to materials, you can determine which ones would be the most appropriate for use in the career center. Obviously, human resource selection criteria have a different focus than the criteria for material resources. Criteria for selection of human resources would include appropriateness of service the person can provide, availability of [illegible], and resource needs.

After the resources have been selected, the materials and information or people need to be **organized** in a logical manner. A usable and common organizational device is the station or zone concept, whereby materials with a common focus are grouped together. If possible, an index of all materials by career is helpful. Whatever system you use, make it as easy as possible for clients to find things themselves by having materials well organized and labeled.

## Implementing Activities




The major focus of a career resource center is the activity that takes place within it. Any of the direct guidance interventions described in this training series can be implemented in the career resource center. Those activities would include individual and group counseling, tutoring, computer-assisted guidance, curriculum infusion, placement and referral, and follow-through. By reviewing the modules on each of these activities, you can gain competence in each area. Other activities include occupational information systems, material development (newsletters, bulletin boards, local job briefs), and career resource center orientation.

Scheduling is important when implementing numerous activities. A **master schedule** will ensure that appropriate staff and resources are assigned to activities at the right time and that there is no duplication. The schedule might be a week-by-week or month-by-month visual layout of activities taking place within the center. Sample 4 is an example of a one-day master schedule. Remember: Implementing a career resource center requires much planning and coordination. But it is also important to be flexible enough to handle walk-ins or unexpected clients.

## Sample 4

## One-Day Master Schedule

### Monday

| Personnel / Time | J. Smith Counselor | K. Martin Guidance Specialist | B. Brown Paraprofessional |
|---|---|---|---|
| 8:00 | Individual counseling | Computerized guidance | Material resource viewing |
| 9:00 | ↓ | ↓ | ↓ |
| 10:00 | Group session on self-awareness | ↓ | ↓ |
| 11:00 | ↓ | LUNCH | Community speaker presentation |
| 12:00 | Individual counseling | Material resource viewing | LUNCH |
| 1:00 | LUNCH | Tutoring | Material resource viewing |
| 2:00 | Class on job seeking skills | ↓ | ↓ |
| 3:00 | ↓ | Community speaker presentation | ↓ |
| 4:00 | Consulting with agency staff on needs of handicapped | ↓ | Leading field trip |
| 5:00 | Planning meeting | Planning meeting | Planning meeting |

# Evaluating the Process

**Competency 6** — **Evaluate the process used to plan and implement the career resource center, and judge the center's effectiveness.**

Evaluation is an ongoing part of the entire career guidance program. As discussed in modules CG E-1 *Evaluate Guidance Activities* and CG E-2 *Communicate and Use Evaluation-Based Decision*, evaluation serves different purposes and is conducted during the planning and implementation of a program or activity as well as at the end.

A formative evaluation would focus on determining progress related to center objectives: success of materials, programs, and activities, and the effectiveness of career resource center operations. Summative evaluation questions would include the effect the center has on clients and whether it is an effective means of providing career guidance.

When evaluating the career resource center remember to examine facilities, personnel, materials, equipment, programs and activities, impact on issues, center use, and community awareness and support. Some evaluation steps are as follows:

1. Identify the objectives, activities, and resources to be evaluated
2. Design the procedures to be used in collecting evaluation data
3. Develop instruments for collecting evaluation data
4. Collect, analyze, and interpret data
5. Organize and communicate results to appropriate audiences
6. Make use of input obtained to improve the career resource center

The information in this module and referenced modules should provide you with the framework for the development of a career resource center. Remember that only the most critical concepts were presented.

# NOTES

# Learning Experience 1

## Determining Need

### OVERVIEW

| | |
|---|---|
| COMPETENCY | Assess clients' high-priority career guidance needs, and determine whether a significant number of those needs can best be met by providing the services of a career resource center. |
| READING | Read Competency 1 on page 1. |
| INDIVIDUAL LEARNING OBJECTIVE | Write items for an assessment tool that will determine if a career resource center is appropriate for your setting. |
| INDIVIDUAL ACTIVITY | Develop an assessment tool applicable to your agency. |
| INDIVIDUAL FEEDBACK | Critique your assessment tool against set criteria. |
| GROUP LEARNING OBJECTIVE | Indicate whether assessment results show a need for the center. |
| GROUP ACTIVITY | Determine if there is a need for a career resource center. |

## INDIVIDUAL ACTIVITY

**Develop an assessment tool applicable to your agency.**

Prior to completing this activity, read Competency 1 on page 7. In this activity you are to develop an assessment tool that will help you determine if a career resource center is an appropriate means of delivering the career guidance program in your setting. The intent of this activity is for it to be as practical as possible for your situation. As you develop the assessment instrument think of how it would be used in your setting.

First, decide if you are going to develop an interview form or a written questionnaire that will be administered to clients. When deciding this, think of the number of clients you will be assessing and how feasible it would be to have personal interviews as opposed to a written questionnaire.

Once you have decided on the type of assessment tool you will be using, determine the activities you may provide in a career resource center and be sure they are reflected in some manner within your assessment instrument. Perhaps you could informally interview a few colleagues to get ideas on assessment items.

You will need to relate your assessment questions to the determined needs of your clients. If your agency has conducted a needs assessment, use the actual needs of your clients in this exercise. If this is not the case, use the sample need statements listed below.

Clients have a need to do the following:

1. Identify their interests
2. Use knowledge of their abilities and interests in career planning
3. Identify career planning processes
4. Identify career skills at entry, maintenance, and advancement levels
5. Plan their lives based upon an understanding of themselves
6. Evaluate decisions based upon personal goals

You are now ready to develop your assessment instrument.

## INDIVIDUAL FEEDBACK

Critique your assessment tool against the set criteria.

WHAT ITEMS AN ASSESSMENT TOOL SHOULD CONTAIN

- A listing of the types of material resources that will be available in the career resource center which relate directly to the clients' career development needs.

  Items that could be included if you were using the goals listed on the prior page include these:

  - Interest inventories, checklists
  - Workbooks on identifying interests
  - Filmstrips depicting how people choose jobs based upon their interests and abilities
  - Workbooks on how to make decisions
  - Books on writing a resume
  - Pamphlets on specific occupations
  - Computer printouts of occupational trends
  - Filmstrips of how to cope on the job
  - Books on how to relate to others
  - Filmstrips on the relationship of life style to job choice
  - Self appraisal instruments
  - College/technical school information

- A listing of the useful activities which the center might conduct that relate directly to the clients' career development needs.

  These services might include the following:

  - Individual counseling
  - Group counseling
  - Testing
  - Inservice sessions
  - Viewing audiovisual materials
  - Reading career publications
  - Computer programs
  - Field trips, site visits

- A way in which respondents can indicate if the above resources and activities would be of value to them.

- Items concerning whether respondents think they will use the center.

- Items concerning when respondents think they will use the center.

- A means by which the respondent can provide additional comments and suggestions.

Be sure that your directions are clear and adequately describe what the respondent is to do. Have your instrument of an appropriate length so that people are not turned off at the thought of completing it.

If your assessment tool contains at least the above components, you have developed a tool that should be helpful in determining if a career resource center is useful. Remember that prior to administering the instrument you need to test it out.

## GROUP ACTIVITY

**Determine if there is a need for a career resource center.**

**Note:** The following outline is to be used by the workshop facilitator.

| Facilitator's Outline | Notes |
|---|---|
| A. Set the Scene | |
| 1. Indicate that participants will be involved in a simulation-type activity. They will be working in small groups in order to determine whether a career resource center is an appropriate means of delivering the career guidance program. | If the group is large, divide it into small groups of approximately five persons each. |
| 2. Have the participants complete the reading references referred to on the overview sheet or present the information in lecture format. | |
| B. Complete Assessment Questionnaire | |
| 1. Indicate that participants will be completing an assessment questionnaire as potential clients of the career resource center. For the sake of consistency, the participants will be responding as high school students. | |
| 2. Pass out the questionnaire entitled School Career Resource Questionnaire on page 24. | Prior to conducting the activity you will need to duplicate one copy of this questionnaire for each participant. |
| 3. Ask participants to take a few minutes to complete the questionnaire. | If you desire, another questionnaire can be used for this activity. |
| C. Tabulation | |
| 1. Suggest that the next step is to tabulate the questionnaire results, and that they will be doing this in their small groups using the data from their group only. | |
| 2. Mention that they still will be playing the role of students. Make the point that students (and other clients) can be extremely helpful in the tabulation process. | |

| Facilitator's Outline | Notes |
|---|---|
| 3. Have participants complete the handout entitled Questionnaire Tabulation Sheet on page 26. For the first 23 items on the sheet they will tabulate the percentage of very useful, useful, and not useful responses given for each item. For the items 24 through 28 they will tabulate the percentage of the group members who responded to the individual items. The responses to the last item will be tabulated by listing each of the responses and then determining the percentage of individuals that gave each response. | |
| D. Analyze Results | |
| 1. Indicate to participants that they are going to switch roles. They are not to take the role of the persons who are to determine if the career resource center is appropriate. Perhaps they could be members of the career guidance program's advisory committee. | |
| 2. Ask participants to discuss the results of their assessment in small groups. They are to decide first whether a career resource center per se is needed and second which resources and services are perceived as needed. Third the group is to develop a short summary statement to present to the remainder of the group. | |
| 3. Have each small group present its summary statement to the participants. | |
| E. Summary/Feedback | |
| 1. Reinforce the fact that the assessment process is a means by which both potential users of the career resource center and the planners of the center can determine what is really needed and useful. Honest client input is essential to this process. | |
| 2. Provide the participants with feedback regarding their efforts during this activity. Note whether their rationale for a career resource center fits the results of their assessment. | |

Handout
Group No._____

## School Resource Questionnaire

Workshop participants complete the following questionnaire as a high school student would.

**Directions:** School officials are planning on establishing a career resource center. We want to have your input on what it should contain. Please answer each of the following questions.

1. It is planned that various materials will be available in the center. Please rate each type according to how useful you think it will be to you by circling the appropriate number.

| | Very Useful | Useful | Not Useful |
|---|---|---|---|
| Magazines or books about jobs | 1 | 2 | 3 |
| College, community college or trade school catalogs | 1 | 2 | 3 |
| On the job training (OJT) or apprenticeship information | 1 | 2 | 3 |
| Short descriptions about jobs | 1 | 2 | 3 |
| Tests which help identify your interests | 1 | 2 | 3 |
| Films, filmstrips, audio or videotapes | 1 | 2 | 3 |
| Books about getting along with others | 1 | 2 | 3 |
| Other (Please Specify) _____ | | | |

2. Rate each of the following career resource center programs and activities according to how useful you think it will be to you.

| | | | |
|---|---|---|---|
| Talking with a counselor | 1 | 2 | 3 |
| Talking with a peer | 1 | 2 | 3 |
| Talking with people on a job, face-to-face | 1 | 2 | 3 |
| Solving problems in small groups | 1 | 2 | 3 |
| Taking field trips | 1 | 2 | 3 |
| Hearing guest speakers | 1 | 2 | 3 |
| Participating in work experiences | 1 | 2 | 3 |
| Viewing film presentations | 1 | 2 | 3 |
| Learning about ways to find a job | 1 | 2 | 3 |
| Other (Please Specify) _____ | | | |

3. Please rate the importance of having the center open during the following hours:

| | Very Useful | Useful | Not Useful |
|---|---|---|---|
| Before school hours | 1 | 2 | 3 |
| Lunch time | 1 | 2 | 3 |
| All day | 1 | 2 | 3 |
| After school hours | 1 | 2 | 3 |
| Evenings | 1 | 2 | 3 |
| Summer | 1 | 2 | 3 |

Other (Please Specify) _____

4. How often do you think you would voluntarily use the center during the school year? (Please check one)

a. Never
b. One to five times
c. Six to ten times
d. Eleven to fifteen times
e. Sixteen or more times
f. Don't know

5. Where is the best place for the career resource center?

In the school? Where in the school? _____

In the community? Where in the community? _____

_____

## Questionnaire Tabulation Sheet

**Directions:** Tabulate your group's responses for each of the School Resource Center Questionnaire items. For the first 23 items, tabulate the percentage of very useful, useful, and not useful responses given for each item. For items 24 through 28, tabulate the percentage of the group members who responded to the individual items. Tabulate the responses to the last item by listing each response and determining the percentage of individuals that gave each response.

| Item | Very Useful | Percentage Useful | Not Useful |
|---|---|---|---|
| 1. Magazines or books about jobs | | | |
| 2. College, community college or trade school catalogs | | | |
| 3. OJT or apprenticeship information | | | |
| 4. Short descriptions about jobs | | | |
| 5. Tests which help identify your interests | | | |
| 6. Films, filmstrips | | | |
| 7. Books that describe getting along with others | | | |
| 8. Other material resource(s) _____ _____ | | | |
| 9. Talking with a counselor | | | |
| 10. Talking with a peer | | | |
| 11. Talking with people in a job, face to face | | | |
| 12. Solving problems in small groups | | | |
| 13. Taking field trips | | | |

| Item | Very Useful | Percentage Useful | Not Useful |
|---|---|---|---|
| 14. Hearing guest speakers | | | |
| 15. Participating in work experiences | | | |
| 16. Viewing film presentations | | | |
| 17. Learning about ways to find a job | | | |
| 18. Other activities _____ _____ | | | |
| 19. Open before school hours | | | |
| 20. Open at lunch time | | | |
| 21. Open all day | | | |
| 22. Open after school hours | | | |
| 23. Open evenings | | | |
| 24. Open summers | | | |
| 25. Open other times | | | |

**Volunteer Use of the Career Resource Center**

| | |
|---|---|
| 26. Never | ☐ |
| 27. One to five times | ☐ |
| 28. Sixteen to ten times | ☐ |

| Item | |
|---|---|
| 29. Eleven to sixteen times | ☐ |
| 30. Sixteen or more times | ☐ |
| 31. Don't know | ☐ |
| **Best Place for the Career Resource Center** | |
| 32. _____ | |
| 33. _____ | |
| 34. _____ | |
| 35. _____ | |
| 36. _____ | |
| 37. _____ | |

# Learning Experience 2

## Stating Purpose, Goals, and Objectives

### OVERVIEW

| | |
|---|---|
| **COMPETENCY** | State general purpose, goals, and objectives for the career resource center that include developing self awareness as well as providing information concerning the labor market and the educational and/or training requirements of various occupations. |
| **READING** | Read Competency 2 on page 9. |
| **INDIVIDUAL LEARNING OBJECTIVE** | Write a statement of the general purpose, goals, and objectives for a career resource center. |
| **INDIVIDUAL ACTIVITY** | Write a statement of the general purpose, goals, and objectives for a career resource center in your agency. |
| **INDIVIDUAL FEEDBACK** | Check what you have written against the review statements presented. |
| **GROUP LEARNING OBJECTIVE** | Verbalize an argument for a career resource center. |
| **GROUP ACTIVITY** | Participate in a role-playing situation in which you present a rationale for starting a career resource center. |

## INDIVIDUAL ACTIVITY

**Write a statement of general purpose, goals, and objectives for a career resource center in your agency.**

Prior to starting this activity read Competency 2 on page 9. Through this activity you are to practice writing (1) a general purpose statement, (2) goals, and (3) objectives for the career resource center. As in the previous learning experience, you should tailor the context of your response to be as helpful to you in your situation as possible. Given that it has been determined that a career resource center is desirable in your situation, write a statement explaining the general purpose of the career resource center (what is it to do and how is it going to do it), at least three goals that will be accomplished through the center, and at least two objectives for each of the stated goals.

## INDIVIDUAL FEEDBACK

Check what you have written against the points mentioned.

Your general purpose statement should mention all of the activities the career resource center is to provide and a brief statement of why they are necessary.

The goal statements should be written as specified in the module CG A-5 *Build a Guidance Program*. At least one of the goals should refer to assisting clients in developing self awareness.

The objectives listed under a particular goal should relate directly to that goal and be written in measurable terms. An objective would address one focus only.

Refer to the reading reference for sample statements.

## GROUP ACTIVITY

Participate in a role playing situation where you present a rationale for starting a career resource center.

**Note:** The following outline is to be used by the workshop facilitator.

| Facilitator's Outline | Notes |
|---|---|
| A Introduction of Activity | |
| 1. Indicate to participants that they will first complete the individual activity and then participate in a role playing situation using information from the individual activity. | Give participants 30 to 40 minutes to complete the individual activity.<br><br>Provide participants with pen and paper. |
| 2. Ask participants to review what they have written against the comments in the feedback section of the individual activity. | |
| 3. Have participants prepare an outline of the need for a career resource center (to be presented to a policy maker). | |

| Facilitator's Outline | Notes |
|---|---|
| B. Role Play | |
| 1. Request that participants pair up into role playing teams. | |
| 2. Indicate that two roles will be acted out and that each team member will have an opportunity to perform in each role. The roles are (1) an individual eager to start a career resource center and (2) the policy maker whom the first person has to approach. | |
| 3. Specify that the starter of the career resource center will use the presentation outlined in the previous task. | |
| 4. Indicate that the policymaker will have a dual role: (1) responding to the presentation and (2) serving as the observer or provider of feedback to the other role player. | If you have enough time and people, you can divide the group in thirds and have the third person act as observer. |
| 5. Give the participants 10 minutes to play one role and another 10 minutes for the second role playing. Once the role plays are completed allow 10 minutes for the team members to provide feedback to each other on their presentations. | |
| 6. Ask for individuals reactions to the activity. | |
| 7. Summarize important points on a chalkboard or a large sheet of paper. | |

# Learning Experience 3

## Preparing a Plan

### OVERVIEW

| | |
|---|---|
| **COMPETENCY** | Prepare a plan for providing the services of a media resource center that states the center's rationale, goals, and objectives, activities to be conducted, the staff responsible for each activity, equipment and materials needed, time lines for conducting activities, and budget. |
| **READING** | Read Competency 3 on page 18. |
| **INDIVIDUAL LEARNING OBJECTIVE** | Write a portion of a plan for a media resource center. |
| **INDIVIDUAL ACTIVITY** | Develop a portion of a written plan. |
| **INDIVIDUAL FEEDBACK** | Determine whether your plan has the proper components and have it reviewed. |
| **GROUP LEARNING OBJECTIVE** | Verbally decide upon a staff pattern for a media resource center. |
| **GROUP ACTIVITY** | Develop an ideal staffing pattern for a media resource center. |

## INDIVIDUAL ACTIVITY

**Develop a portion of a written plan.**

Prior to starting this activity read Competency 3 on page 10. In this activity you will write part of a plan. Using a goal and two objectives written for your agency (or the following goal and objectives), complete the two planning sheets.

**Goal**

To aid clients in obtaining job seeking skills.

**Objectives**

To conduct a presentation on preparing for a job interview.

To conduct a session in which clients participated in mock job interviews.

### Planning Sheet 1

**Goal:**

**Objective:**

| Activity | Person(s) Responsible | Resources | Cost | Time Line |
|---|---|---|---|---|
| | | | | |

## Planning Sheet 2

**Goal:**

**Objective:**

| Activity | Person(s) Responsible | Resources | Cost | Time Line |
|---|---|---|---|---|
| | | | | |

## INDIVIDUAL FEEDBACK

**Determine if your plan has the proper components and have it reviewed.**

Your plan should be complete enough and clear enough so that it can be understood and followed by another person. If possible have a colleague review your plan. The plan should include--

- goal statement,
- objective statement,
- activities to complete objective,
- the persons responsible for conducting each activity,
- resources needed for conducting each activity,
- time line for completing the activities, and
- needed budget.

A sample answer for each objective follows.

### Planning Sheet 1

**Goal.** To aid clients in obtaining job seeking skills

**Objective:** To conduct a presentation on preparing for a job interview

| Activity | Person(s) Responsible | Resources | Cost | Time Line |
|---|---|---|---|---|
| 1. Advertise availability of presentation | Coordinator<br>Secretary | Paper<br>Typewriter<br>Printing Machine<br>Bulletin Board Space | $ 5.00 | One Week |
| 2. Outline presentation | Instructor | Resource Material on Job Interviews | $10.00 | Three Days |
| 3. Sign up participants | Secretary | Paper<br>Sign Up Table | $ 2.00 | One Week |
| 4. Conduct presentation | Instructor | Handouts<br>Personnel Manager of Local Firm | $25.00 | Three Hours |
| 5. Evaluate presentation | Instructor<br>Secretary | Evaluation Forms<br>Tally Sheets | $ 3.00 | Two Days |

## Planning Sheet 2

**Goal:** To aid clients in obtaining job-seeking skills

**Objective:** To conduct a session in which clients participate in mock job interviews

| Activity | Person(s) Responsible | Resources | Cost | Time Line |
|---|---|---|---|---|
| 1. Contact resource persons for clients to be interviewed | Coordinator<br>Instructor<br>Secretary | Resource Person Directory<br>Telephone | –0– | One Week |
| 2. Advertise availability of session to persons who participated in previous session | Coordinator<br>Secretary | Paper<br>Typewriter<br>Printing Machine | $ 3.00 | One Week |
| 3. Develop agenda for session | Instructor | | –0– | One Week |
| 4. Conduct session | Instructor | Resource Persons<br>Handouts | $25.00 | Three Hours |
| 5. Evaluate presentation | Instructor<br>Secretary | Evaluation Forms<br>Tally Sheets | $ 3.00 | Two Days |

## GROUP ACTIVITY

**Develop an ideal staffing pattern for a career resource center.**

**Note:** The following outline is to be used by the workshop facilitator.

| Facilitator's Outline | Notes |
|---|---|
| A. Introduce Activity<br><br>1. Indicate that this activity is centered around a planning issue that needs to be considered prior to the development of a written plan--the determination of who is going to staff the career resource center.<br><br>2. Describe the activity as one in which the participants will be establishing what they think is an ideal staffing pattern by using a brainstorming technique.<br><br>3. Ask participants to check the reading reference, concentrating on the staffing description or present the information yourself.<br><br>B. Brainstorm Staffing Patterns<br><br>1. Place the following chart on the chalkboard or large sheets of paper:<br><br>Activities \| Clerical \| Para-Professional \| Professional<br><br>2. Ask participants to brainstorm what activities persons in each of these positions could conduct in a career resource center. Write the responses on the board under activities and place a check (✓) under the appropriate staff heading.<br><br>3. Have participants review the responses they provided and change any they no longer see as appropriate. Remove inappropriate check marks. | |

| Facilitator's Outline | Notes |
| --- | --- |
| 4. Have participants decide how many persons in each position are needed to conduct the activities presented adequately. Replace check marks with numbers.<br><br>5. Mention to participants that the above information would be used when planning for center activities.<br><br>6. Wrap up the activity by obtaining consensus from the group that they have developed an "ideal" staffing pattern. | |

# NOTES

# Learning Experience 4

## Collecting, Evaluating, and Acquiring Resources

### OVERVIEW

| | |
|---|---|
| **COMPETENCY** | Identify the resources necessary to provide the services of the career resource center, collect and evaluate resources, and acquire additional resources. |
| **READING** | Read Competency 4 on page 11. |
| **INDIVIDUAL LEARNING OBJECTIVE** | Complete a selection criteria checklist. |
| **INDIVIDUAL ACTIVITY** | Evaluate a material resource. |
| **INDIVIDUAL FEEDBACK** | Work with another person to determine if your material evaluation is correct. |
| **GROUP LEARNING OBJECTIVE** | Verbalize your rationale for a filing system within a career resource center. |
| **GROUP ACTIVITY** | Select a filing system for use in the career resource center. |

## INDIVIDUAL ACTIVITY

**Evaluate a material resource.**

Within this activity you will be evaluating a material resource that could be placed in a career resource center. First read Competency 4 on page 11. Select a material resource that is available to you and use the following selection criteria checklist. If a material resource is not available, use the enclosed excerpt from the *Occupational Outlook Handbook*. Once you have subjected the resource to the checklist, determine if it should be placed in the career resource center. A resource might not meet all the criteria, but still could be valuable for inclusion.

### Selection Criteria Checklist

1. The content of the material will aid students in meeting at least one of the objectives of the career resource center.

   ☐YES ☐NO

   COMMENTS:

2. The item is appropriate for use with the population the career resource center is serving.

   ☐YES ☐NO

   COMMENTS:

3. The information provided is current.

   ☐YES ☐NO

   COMMENTS:

4. The material will not become outdated in a short time period.

   ☐YES ☐NO

   COMMENTS:

5. The material has user appeal.

   ☐YES ☐NO

   COMMENTS:

6. The information is accurate.

   ☐YES ☐NO

   COMMENTS:

7. The material is comprehensive in nature

   ☐YES ☐NO

   COMMENTS:

8. The material is free of sex stereotyping.

   ☐YES ☐NO

   COMMENTS:

9. The material is free of racial stereotyping.

   ☐YES ☐NO

   COMMENTS:

10. The price of the item is appropriate in relation to the budget.

    ☐YES ☐NO

    COMMENTS:

11. Replacement items for audiovisual materials can be purchased at a minimal fee.

    ☐YES ☐NO

    COMMENTS:

Once you have completed the activity, have a colleague go through the evaluation process. Then discuss your reviews. If they are similar you both probably are looking at the material objectively. If they are not similar, you may want to discuss it and reconsider your markings. The following checklist is completed based upon the selection from the *Occupational Outlook Handbook*.

## Selection Criteria Checklist

1. The content of the material will aid students in meeting at least one of the objectives of the career resource center.

   [X] YES [ ] NO

   COMMENTS:

2. The item is appropriate for use with the population the career resource center is serving.

   [X] YES [ ] NO

   COMMENTS:

3. The information provided is current.

   [X] YES [ ] NO

   COMMENTS:

4. The material will not become outdated in a short time period.

   [X] YES [ ] NO

   COMMENTS: This document is updated every two years

5. The material has user appeal.

   [X] YES [ ] NO

   COMMENTS:

6. The information is accurate.

   [X] YES [ ] NO

   COMMENTS:

7. The material is comprehensive in nature

   [X] YES [ ] NO

   COMMENTS: Covers nature of work, Training, & Employment issues.

8. The material is free of sex stereotyping.

   [X] YES [ ] NO

   COMMENTS:

9. The material is free of racial stereotyping.

   [X] YES [ ] NO

   COMMENTS:

10. The price of the item is appropriate in relation to the budget.

    [X] YES [ ] NO

    COMMENTS:

11. Replacement items for audiovisual materials can be purchased at a minimal fee.

    [ ] YES [ ] NO N/A

    COMMENTS:

*From 1982-83 Edition of the Occupational Outlook Handbook.*

# Mail Carriers

(D.O.T. 230.363-010 and .367-010)

## Nature of the Work

Most mail carriers travel planned routes delivering and collecting mail. Carriers start work at the post office early in the morning, where they spend a few hours arranging their mail for delivery and taking care of other details.

A carrier may cover the route on foot, by vehicle, or by a combination of both. On foot, carriers carry a heavy load of mail in a satchel or push it in a cart. In some areas, a car or small truck is used to deliver mail. Residential carriers cover their routes only once a day, but some carriers assigned to a business district may make two trips a day. Deliveries are made house-to-house, to roadside mailboxes, and to large buildings, such as offices or apartments, which have all the mailboxes on the first floor.

Besides delivering and collecting mail, carriers collect money for postage-due and c.o.d. (cash on delivery) fees and obtain signed receipts for registered, certified, insured mail. If a customer is not home, the carrier leaves a notice that tells where special mail is being held.

After completing their routes, carriers return to the post office with mail gathered from street collection boxes and homes, and businesses. They turn in the mail receipts and money collected during the day and may separate letters and parcels for further processing by clerks.

Many city carriers have more specialized duties. Some deliver only parcel post while others collect mail from street boxes and receiving boxes in office buildings. In contrast, rural carriers provide a wide variety of postal services. In addition to delivering and picking up mail, they sell stamps and money orders and accept parcels, letters, and items to be registered, certified, or insured.

All carriers answer customers' questions about postal regulations and services and provide change-of-address cards and other postal forms when requested.

## Working Conditions

Most carriers begin work early in the morning, in some cases as early as 4 a.m. if they have routes in the business district. Carriers spend most of their time outdoors in all kinds of weather delivering mail. Even those who drive often must walk when making deliveries and must lift heavy sacks of parcel post when loading their vehicles.

The job, however, has its advantages. Carriers who begin work early in the morning are through by early afternoon. They are free to work at their own pace as long as they cover their routes within a certain period of time.

## Employment

The U.S. Postal Service employed nearly 250,000 mail carriers in 1980, three-quarters of them full time. Although about 50,000 were rural carriers, most worked in cities and suburban communities throughout the Nation.

## Training, Other Qualifications, and Advancement

Mail carriers must be U.S. citizens or have been granted permanent resident-alien status in the United States. They must be at least 18 years old (at least 16, if they have a high school diploma). Applicants must qualify on a written examination that measures their speed and accuracy at checking names and number and their abilities to memorize mail distribution systems.

Applicants must have a driver's license, a good driving record, and pass a road test. Before appointment, mail carriers must pass a physical examination and may be asked to show that they can lift and handle mail sacks weighing up to 70 pounds.

Applicants for mail carrier jobs should apply at a post office in the area where they wish to work. Applicants' names are listed in order of their examination scores. Five points are added to the score of an honorably discharged veteran, and ten points to the score of a veteran wounded in combat or disabled. When a vacancy occurs, the appointing officer chooses one of the top three applicants; the rest of the names remain on the list to be considered for future openings.

Mail carriers are classified as casual, part-time flexible, part-time regular, or full time. Casual workers are not career employees, but are hired to help deliver mail during peak mailing or vacation periods of the year. Part-time flexible carriers are career employees who do not have a regular work schedule, but replace absent workers and help with extra work as the need arises. Part-time flexible carriers usually work less than 40 hours per week. Part-time regulars have a set work schedule—for example, 4 hours a day. Full-time carriers usually work a 40-hour week over 5 or 6 days, but may work additional overtime hours when required.

New carriers are trained on the job. They may begin as part-time flexible city carriers and become regular or full-time carriers in order of seniority as vacancies occur. Carriers can look forward to obtaining preferred routes as their seniority increases, or higher level jobs such as carrier technician, or promotion to supervisory positions.

## Job Outlook

Employment of mail carriers is expected to decline through the 1980's due to decreases in the volume of mail. Continuing increases in use of the telephone rather than the written word, and electronic communications systems that transfer funds or transmit printed material instantaneously over telephone lines should result in less mail to be delivered. Growing business use of cheaper private delivery systems such as newspaper carriers, couriers, and parcel services is expected to divert additional mail. Possible cutbacks in delivery service from 6 days to 5 days per week could result in further loss of mail carrier jobs. Despite declining employment levels, thousands of job openings will result annually from the need to replace experienced carriers who retire, die, or transfer to other occupations. Openings will be concentrated in areas with rapid population growth.

Although the volume of mail to be delivered rises and falls with the level of business activity, as well as with the season of the year, full-time mail carriers have never been laid off. When mail volume is high, full-time carriers work overtime, part-time carriers work additional hours, and casual carriers may be hired. When mail volume is low, overtime is curtailed, part-time carriers work fewer hours, and casual workers discharged. The projected long-term employment decline probably will not cause layoffs of permanent workers but will be achieved by elimination of some positions vacated by workers who leave voluntarily, as was the case during the 1970's.

## Earnings

In late 1980, experienced full-time city delivery mail carriers earned an average salary of $19,275 a year, about one and one-half times as much as average earnings for all nonsupervisory workers in private industry, except farming. Full-time carriers started at a rate of $18,282 a year and could rise to a maximum of $20,944 after 8 years. They also received 10-percent additional pay for work between 6 p.m. and 6 a.m. Part-time flexible carriers began at $9.05 an hour in late 1980, with periodic increases up to $10.38 an hour after 8 years.

Rural delivery carriers had average base salaries of $20,121 in late 1980. Their earnings are determined through an evaluation of the amount of work required to service their routes. Carriers with heavier workloads generally earned more than those with lighter workloads. Rural carriers also received a maintenance allowance when required to use their own vehicles.

## Related Occupations

Postal clerks and mailhandlers play an important role in moving the Nation's mail, and their work and qualifications are closely related to those of mail carriers. Related delivery occupations include messengers, merchandise deliverers, delivery-route truckdrivers, newspaper delivery drivers, and newspaper carriers.

## Sources of Additional Information

Local post offices and State employment service offices can supply details about entrance examinations and specific employment opportunities for mail carriers.

# Postal Clerks

(D.O.T. 243.367-014)

## Nature of the Work

Most people are familiar with the post office window clerk behind the counter who sells stamps and accepts parcel post. However, most postal clerks are distribution clerks who sort incoming and outgoing mail in workrooms out of public view.

Postal clerks work at local post offices or at large central mail processing facilities. Those at local post offices sort local mail for delivery to individual customers. Incoming mail collected from local collection boxes is forwarded to the nearest mail processing center. There, clerks sort and prepare the mail for delivery.

About 300 mail processing centers throughout the country service post offices in surrounding areas. There, mailhandlers unload the sacks of incoming mail and separate it into groups of letters, parcel post, magazines, and newspapers. They feed letters through stamp-canceling machines, then take the mail to other workrooms to be sorted by postal clerks according to destination. There, clerks operating electronic letter sorting machines push keys corresponding to the ZIP code of the local post office to which each letter will be delivered; the machine drops letters into proper slots. Other clerks sort odd-sized letters, magazines, and newspapers by hand. Finally, the mail is sent to local post offices for further sorting according to delivery route.

In addition to selling stamps and money orders, clerks at post office windows weigh packages to determine postage and check to see if their condition is satisfactory for mailing. Clerks also register, certify, and insure mail and answer questions about postage rates, mailing restrictions, and other postal matters. Occasionally they may help a customer file a claim for a damaged package.

## Working Conditions

Working conditions of clerks differ according to work assignments and type of labor-saving machinery available. In small post offices, clerks may use a hand truck to move heavy mail sacks from one part of the building to another and sort mail by hand. In large post offices and mail processing centers, chutes and conveyors move the mail, and much of the sorting is done with machines. When not operating a letter sorting machine, clerks usually are on their feet, reaching for sacks and trays of mail and placing packages and bundles into sacks and trays.

Distribution clerks may become bored with the routine of sorting mail unless they try to improve their speed and accuracy. They also may have to work at night or on weekends, because most large post offices process mail around the clock.

A window clerk, on the other hand, has a greater variety of duties, frequent contact with the public, and a generally less strenuous job. Window clerks rarely have to work at night.

## Employment

Two out of every five Postal Service employees were postal clerks in 1980. The majority of the 265,000 postal clerks work at mail processing centers, although many still sort mail and provide window services at local post offices throughout the country.

## GROUP ACTIVITY

**Select a filing system for use in the career resource center.**

**Note:** The following outline is to be used by the workshop facilitator.

| Facilitator's Outline | Notes |
|---|---|
| A. Introduce Activity<br><br>1. Explain that participants will be selecting a filing system for the career resource center.<br><br>2. Request that they review the reading reference, particularly as it relates to filing systems or present the information yourself.<br><br>B. Present Situation<br><br>1. Indicate to participants that they are working in a community counseling agency and are to establish a career resource center. They have the following types of materials that need to be filed in their center.<br><br>• 25 pamphlets on self awareness<br>• 12 books on improving self concept<br>• 7 filmstrip/cassette tape kits on self awareness<br>• 34 brochures from the different branches of the armed services<br>• 45 pamphlets from businesses and industries on their operations<br>• 12 posters from business and industry<br>• 7 sets of occupational briefs<br>• 41 books on specific occupations<br>• 9 directories on educational opportunities<br>• 23 booklets on job seeking skills<br>• 12 kits on job seeking skills<br>• 8 books on avocational pursuits<br><br>2. Ask participants to discuss types of filing systems they think are appropriate for the resources listed. | |

| Facilitator's Outline | Notes |
|---|---|

3. List suggestions, pros and cons on the blackboard or newsprint. Use the following chart as an example.

| System | Pro | Con |
|---|---|---|
| 1. Alphabetical | | Cumbersome |
| 2. D.O.T.-Based | Easy to Obtain | |
| 3. Library Classification | | Expensive |
| 4. Stations | | |

C. Determine Filing System

1. Have participants decide on an appropriate system by weighing the pros and cons of each system.

2. Decide upon the most appropriate system through consensus.

# NOTES

# Learning Experience 5

## Implementing Activities

### OVERVIEW

| | |
|---|---|
| **COMPETENCY** | Implement the various activities within the career resource center including assessment, career guidance and counseling, work experience, placement and referral, tutoring, follow-through and follow-up services. |
| **READING** | Read Competency 5 on page 15. |
| **INDIVIDUAL LEARNING OBJECTIVE** | Write a master schedule for a career resource center. |
| **INDIVIDUAL FEEDBACK** | Check your master schedule against a format and guidelines. |
| **GROUP LEARNING OBJECTIVE** | Verbalize why an activity should take place in a career resource center. |
| **GROUP ACTIVITY** | Defend certain activities taking place in the career resource center. |
| **INDIVIDUAL ACTIVITY** | Develop a master schedule. |

**INDIVIDUAL ACTIVITY**

**Develop a master schedule for a career resource center.**

In this activity you will develop a master schedule for one day's activities in your career resource center. Review the reading for Competency 5 on page 15 prior to developing your schedule. While thinking through the schedule, consider the possible staff that you will have and the services you will provide. Be sure that there is no overlap of resources and that a specific individual is not scheduled in two places at once. Use the following matrix.

## Master Schedule

Directions: Complete each of the columns with information that is appropriate for your agency.

| Time | Personnel and Activities | Resources |
|---|---|---|
| | | |

## INDIVIDUAL FEEDBACK

The master schedule is to communicate what is happening and when in the career resource center. The schedule should indicate who is responsible for each of the proposed activities, the time the activities are scheduled to start, and when they are to end. Also, if your resources are limited, indicate when they are to be used. A sample weekly master schedule follows.

**SAMPLE MASTER SCHEDULE**

| Time | Personnel and Activities | | | | Resources |
|---|---|---|---|---|---|
| | **K. JONES COORDINATOR COUNSELOR** | **M. SMITH COUNSELOR** | **J. MARTIN PARA-PROFESSIONAL** | **L. BROWN SECRETARY** | |
| 8:00 Mon. a.m. | Consult with Agency Administration | Individual Counseling | Update Bulletin Board | Update Records | Brochures on New Materials, Current Job Listings (J. Martin) |
| Tues. | Review New Resource Materials | Individual Counseling | Computerized Guidance Program | Duplicate Materials for M. Smith | Duplication Equipment |
| Wed. | Consult with Agency Staff | Individual Counseling | Computerized Guidance Program | Order Materials | Ordering Sheets (L. Brown) |
| Thurs. | Review New Resource Materials | Individual Counseling | Lead Field Computerized Guidance | Conduct Tour of Center | |
| Fri. | Consult with Administration | Individual Counseling | Lead Field Visits | Aid J. Martin with Field Trip | |
| 9:00 Mon. a.m. | Individual Counseling | Planning for Group Counseling of Job Interviewing | Material Resource Viewing Area | Update Records | |
| Tues. | Individual Counseling | Group Counseling on Job Interviewing | Material Resource Viewing Area | Aid Staff as Necessary, Check Out Materials | Handouts, *How to Interview for a Job* (M. Smith) |
| Wed. | Individual Counseling | Group Counseling on Job Interviewing | Material Resource Viewing Area | Aid Staff as Necessary, Check Out Materials | |
| Thurs. | Individual Counseling | Follow-up on Job Interviewing Session | Material Resource Viewing Area | Aid Staff as Necessary, Check Out Materials | |
| Fri. | Individual Counseling | Planning for Next Week's Group Activity | Field Trip | Material Resource Viewing Area | |

## GROUP ACTIVITY

**Defend certain activities taking place in the career resource center.**

**Note:** The following outline is to be used by the workshop facilitator.

| Facilitator's Outline | Notes |
|---|---|
| A. Set the Scene | |
| 1. Indicate to participants that it is difficult to portray implementation in a workshop situation. Instead, participants (in teams of two) will be asked to justify why a specific strategy should be used in the career resource center. This activity will give the participants a chance to become familiar with some of the possible services of the center.<br><br>Ask the participants to pair up for this activity. | Prior to the activity you will need to write the following implementation strategies on slips of paper--assessment, individual career guidance and counseling, work experience, placement, referral, tutoring, follow-through, and follow-up. |
| 2. Have participants complete the reading reference or present the information. | |
| 3. Have each participant select a slip of paper on which one of the implementation strategies is written. | |
| B. Why Implement Certain Strategies | |
| 1. Allow the pairs approximately 30 minutes to outline a statement on why their strategy should be used in a career resource center. | Provide one sheet of paper for each participant and extra pencils. |
| 2. Give each pair 5 to 10 minutes to present their statement. | |
| C. Summary | |
| 1. Summarize the activity by bringing out the salient points in the presentations. | |
| 2. Indicate that it has been shown that there are reasons why each of the strategies described and others can be included in the career resource center activities. One should make sure a strategy is appropriate for the client needs prior to implementing it. | |

# Learning Experience 6

## Evaluating the Process

### OVERVIEW

| | |
|---|---|
| **COMPETENCY** | Evaluate the process used to plan and implement the career resource center, and judge the center's effectiveness in order to make necessary modifications. |
| **READING** | Read Competency 6 on page 17. |
| **INDIVIDUAL LEARNING OBJECTIVE** | Write evaluation questions related to a career resource center. |
| **INDIVIDUAL ACTIVITY** | Develop questions for evaluating the process used to plan the career resource. |
| **INDIVIDUAL FEEDBACK** | Review your evaluation questions against a set of guidelines. |
| **GROUP LEARNING OBJECTIVE** | Write a draft plan for evaluation. |
| **GROUP ACTIVITY** | Develop an evaluation design. |

**INDIVIDUAL ACTIVITY**

**Develop questions for evaluating the process used to plan the career resource center in the case study.**

After you have read Competency 6 on page 17 and the following case study, you will develop a set of questions that could be used when evaluating the planning process.

## Case Study

Crystal High School is centrally located in a city with a population of 25,000. Last year the guidance counselor at the school decided to systematically improve the school's guidance program. A year was spent in general planning to determine student needs, set goals, write objectives, assess resources, and determine appropriate strategies for implementing the guidance program. It was decided that the establishment of a career resource center might be one way to improve the guidance program.

The guidance counselor, Sara Jones, formed a small committee made up of a teacher, vice principal, a senior student, the librarian, and herself. She had the committee review a summary of student needs data. The committee then made some tentative decisions on the services of the center and developed a questionnaire to assess the students' desire for the center. Once the committee tabulated the results of the assessment survey they developed a rationale statement, goals, and objectives for the center. This information was used in a presentation Ms. Jones gave to the school board. The board was enthusiastic about the idea and gave Ms. Jones and the committee the go ahead.

Subcommittees were formed to divide the work. The next step was to determine the appropriate place and floor plan for the center. A subcommittee headed by the vice principal was to complete this rather large task. They found an extra classroom and decided upon a usable floor plan which allowed room for materials, work areas, a computer terminal, and a small conference area. At the same time, the counselor was determining the staffing pattern. She decided that she would be the professional staff person and serve as the coordinator on a half time basis, a team of volunteers would be trained as paraprofessionals with at least one member of the team being in the center during its open hours; student helpers would be assigned to the center for each class period and perform clerical tasks. The librarian headed up the subcommittee on resource identification, selection, and organization. The resources would include information on personal adjustment, career decision making, occupational awareness, personal interest inventories, military opportunities, local business opportunities, and job seeking. The next major task was to develop a written plan to describe the activities of the career resource center. The counselor took major responsibility for completing this task. She developed an overall plan for the first semester of operation and a more detailed plan for the first two months. Once the plan was developed, it was presented to the school's administration for review and approval.

**Instructions.** Using the information presented in the case study, develop a set of questions that could be used to evaluate the planning of the career resource center.

## INDIVIDUAL FEEDBACK

**Review your evaluation questions against a set of guidelines.**

The questions you wrote for evaluating the planning of the career resource center should cover topics suggested in the following set of questions.

1. Were the committee members adequately prepared for their involvement?
2. Did the assessment questionnaire determine whether the services of the center could meet specific needs of the students?
3. Did the students know why they were being surveyed?
4. Was an adequate sample of students assessed?
5. Were the results of the assessment represented in the general purpose statement?
6. Do the goals reflect the assessment results?
7. Are the goals well written?
8. Do the objectives relate to the goals?
9. Are the objectives properly written?
10. Are the objectives realistic?
11. Are the facilities easily accessible by students?
12. Are the facilities of appropriate size?
13. Is the floor plan viable?
14. Is the decor of the center appealing?
15. Is the staffing pattern appropriate to meet the needs of students?
16. Are staff members appropriately trained?
17. Do the selected resources reflect the needs of the students and the goals and objectives of the center?
18. Do the selected resources meet the selection criteria?
19. Are the materials organized in a usable manner?
20. Is the written plan logical and easy to follow?
21. Are the activities described in the plan appropriate?
22. Is the budget presented in the plan within the financial guidelines for the center?
23. Are the time lines adequate?

## GROUP ACTIVITY

**Develop an evaluation design.**

**Note:** The following outline is to be used by the workshop facilitator.

| Facilitator's Outline | Notes |
|---|---|
| A. Introduce Activity | |
| 1. Indicate to participants that as a group they will develop an evaluation plan for a career resource center using the case study in the individual activity as the setting. | |
| 2. Ask participants to read the reading reference for this learning experience or present the information to them. | |
| B. Develop Evaluation Design | |
| 1. Explain that the evaluation design should include the following components--description of the general framework within which evaluation is conducted, the procedures for data collection, time lines, instrumentation, and data analysis techniques. | |
| 2. Have participants read the case study in the individual activity. | |
| 3. Have the participants, as a group, generate an outline of what would be contained in each one of the components of an evaluation design. | Write the components on the board and develop the outline under each component. |
| 4. Once the outline has been developed, assign each one of the components to individuals or small groups to flesh out. | |
| 5. Allow 30 to 45 minutes for the completion of the above activity. | |

| Facilitator's Outline | Notes |
| --- | --- |
| C. Report of Design<br><br>1. Bring the group together and have them present the components of the design.<br><br>2. Discuss how the components relate to each other.<br><br>D. Summary<br><br>1. Bring out salient points of presentations.<br><br>2. Mention that evaluation is an important, but often overlooked part of operating a career resource center. | |

# EVALUATION

## PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1. Name (Optional) _____ 3. Date _____

2. Position Title _____ 4. Module Number _____

**Agency Setting** (Circle the appropriate number)

6. Elementary School
7. Secondary School
8. Postsecondary School
9. College/University
10. JTPA
11. Veterans
12. Church
13. Corrections
14. Youth Services
15. Business/Industry Management
16. Business/Industry Labor
17. Parent Group
18. Municipal Office
19. Service Organization
20. State Government
21. Other

| Workshop Topics | PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic) | | | | | POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | None | Slight | Some | Much | Very Much | Not Taught | Little | Some | Good | Outstanding |
| 1. Developing an assessment tool that will measure need for a career resource center. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 2. Tabulating and interpreting assessment results. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 3. Writing the purpose statement, goals, and objectives for a career resource center. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 4. Verbalizing need of career resource center to policy makers. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 5. Developing a written plan. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 6. Devloping a staffing pattern. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 7. Evaluating material resources. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 8. Selecting a filing system. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 9. Developing a master schedule. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 10. Determining activities to occur in a career resource center. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 11. Developing questions to determine effectiveness of a career resource center | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 12. Developing an evaluation design. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |

**Overall Assessment on Topic of** Career Resource Centers

**Comments:**

_____

_____

_____

## Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

*Participant Characteristics*

Number in Group _____ Number of Males _____ Number of Females _____

*Distribution by Position*

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

## PART I

**WORKSHOP CHARACTERISTICS—Instructions:** Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

## PART II

**WORKSHOP IMPACT—Instructions:** Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

| | Group's Degree of Mastery | | | | |
|---|---|---|---|---|---|
| | Not Taught | Little (25% or less) | Some (26%-50%) | Good (51%-75%) | Outstanding (over 75%) |
| | Note: Circle the number that best reflects your opinion of group mastery. | | | | |
| **Learning Experience 1** | | | | | |
| Group | 0 | 1 | 2 | 3 | 4 |
| Individual | 0 | 1 | 2 | 3 | 4 |
| **Learning Experience 2** | | | | | |
| Group | 0 | 1 | 2 | 3 | 4 |
| Individual | 0 | 1 | 2 | 3 | 4 |
| **Learning Experience 3** | | | | | |
| Group | 0 | 1 | 2 | 3 | 4 |
| Individual | 0 | 1 | 2 | 3 | 4 |
| **Learning Experience 4** | | | | | |
| Group | 0 | 1 | 2 | 3 | 4 |
| Individual | 0 | 1 | 2 | 3 | 4 |
| **Learning Experience 5** | | | | | |
| Group | 0 | 1 | 2 | 3 | 4 |
| Individual | 0 | 1 | 2 | 3 | 4 |
| **Learning Experience 6** | | | | | |
| Group | 0 | 1 | 2 | 3 | 4 |
| Individual | 0 | 1 | 2 | 3 | 4 |

**Code:**

**Little:** With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

**Some:** With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

**Good:** With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

**Outstanding:** If more than 75% of learners mastered the content as expected.

## PART III

**SUMMARY DATA SHEET—Instructions:** In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

| GROUP | | INDIVIDUAL | |
|---|---|---|---|
| Learning Experience | | Learning Experience | |
| 1 = score (1-4) | _____ | 1 = score (1-4) | _____ |
| 2 = score (1-4) | _____ | 2 = score (1-4) | _____ |
| 3 = score (1-4) | _____ | 3 = score (1-4) | _____ |
| 4 = score (1-4) | _____ | 4 = score (1-4) | _____ |
| 5 = score (1-4) | _____ | 5 = score (1-4) | _____ |
| 6 = score (1-4) | _____ | 6 = score (1-4) | _____ |
| Total (add up) | _____ | Total (add up) | _____ |

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

# Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities which require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Coordinate Career Resource Centers*

Module Number: CG C-5

| Group Learning Activity | Performance Indicators to Be Used for Learner Assessment |
|---|---|
| Group Activity Number 1:<br><br>Assess clients high priority needs and determine whether a significant number of those needs can best be met by providing the services. | 1. Collect materials from each group and review with the following in mind:<br>• were questionnaires filled out by each group?<br>• were the data accurately tabulated?<br>• did discussion of need focus on main items such as:<br>- types of materials<br>- types of programs<br>- hours<br>- location<br>2. Did arguments follow from needs? Were they related to the topic? |
| Group Activity Number 2:<br><br>State goals and objectives for the career resource center. | 1. Examine the individually written statements from each participant. Were all participants able to complete the--<br>• general purpose<br>• goals<br>• objectives<br>Did at least one goal relate to self-awareness?<br>Do goals follow the format?<br>Do objectives say how success will be measured?<br>Are there at least two objectives for each goal?<br>2. Look for the following characteristics in the role play presentations:<br>• Outlined purpose in clear, concise manner<br>• Stated goals and objectives in a logical manner<br>• Used needs data to support arguments<br>• Addressed career and self-awareness needs of clients |
| Group Activity Number 3:<br><br>Prepare a plan for providing the services of a career resource center and particularly the development of an ideal staffing pattern for a career resource center. | 1. Did staffing relate to goals, objectives, and activities of the resource center?<br>2. Were different types of staffing identified--such as management, professional, paraprofessional, clerical, volunteer, student?<br>3. Were skill levels of staff assigned to appropriate activities?<br>4. Were "indirect" activities such as fiscal management, reporting, evaluation, in addition to direct services to students considered? |

| Group Learning Activity | Performance Indicators to Be Used for Learner Assessment |
|---|---|
| Group Activity Number 4:<br>Select a filing system. | 1. Did participants become familiar with different approaches to filing, e.g.,--<br>• alphabetical,<br>• D.O.T.,<br>• Library of Congress,<br>• Dewey Decimal, and<br>• Stations.<br>2. Did group relate factors such as cost, ease of use, simplicity, etc., to location of the center, its management, and its materials. |
| Group Activity Number 5:<br>Defend certain activities taking place in the career resource center. (Each pair of participants defends a certain service.) | 1. Does the entire group feel that the services related are "feasible"?<br>2. Judge the logic of the presentation for each service--based upon need--use of materials and appropriate staff--offered at a time and place to have maximum impact (e.g., services late in an academic year when certain activities may not be effective).<br>3. Were participants able to present a concurring argument? |
| Group Activity Number 6:<br>Develop an evaluation design. | 1. The framework for the evaluation design should have the following components:<br>• Context or description of the center<br>• What questions will the evaluator answer?<br>• Procedures for data collection<br>• Time tasks<br>• Instrumentation<br>• Data analysis technique<br>2. Did the group discuss such issues as:<br>• Purpose<br>• Guidance<br>• Use of results for program implementation<br>• Different ways to evaluate a given service |

# REFERENCES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*Padick, Jill; and Dobson, Dale. Developing People Relationship Competencies for Career Resource Technicians.* Palo Alto, CA: National Consortium on Competency-Based Staff Development, American Institutes for Research, 1976.

Tobin, Nancy and Others. *Establishing and Operating a Career Resource Center.* Newton, MA: Education Development Center, Inc., 1975.

Wood, Robert A., and Others. *Establishing a Career Resource Center.* Palo Alto, CA: National Consortium on Competency-Based Staff Development, American Institutes for Research, 1976.


# ADDITIONAL RESOURCES

Many publications address career resource centers. Here are abstracts of six products that directly relate to the competencies in this module.

*Career Center Filmstrips.* Thomas Jacobson, Ph.D., 5945 Highgate Court, La Mesa, CA 92041

These two color filmstrips and sound cassette tapes are designed to assist counselors, teachers, paraprofessionals, parent groups, school administrators, and others in planning, developing, organizing, and operating junior and senior high school career centers. Features of the program include the rationale for the development of career centers, step-by-step instructions on how to establish career centers, floor plans of existing centers, examples of material usage and decoration in career centers, ideas on organization and operation, pictures of existing career centers, role definition in the operation of career centers, importance of paraprofessionals in the operation of career centers, and reasons why career centers are popular. The program develops as an in-service aid to assist interested staff personnel to motivate others in their school to develop a career center.

*Career Resource Center.* John C. Merrbach. Human Sciences Press, Box 222, Amherest, MA. 01202, 1978. Cost: $12.95. 144 pages.

The career resource center can improve the quality and comprehensiveness of information available to students. This guidebook is addressed to those interested in establishing such a center. Beginning with the rationale for, the goals and objectives of, a career resource center, the author then proceeds to describe start-up procedures, facilities, evaluation and selection of materials and equipment, staffing the center, and methods of evaluating its effectiveness. Appendices include various floor plans, an equipment and price list, and samples of evaluation forms for teachers and students.

*Career Resource Centers.* Valija Axelrod, Harry Drier, Karen Kimmel, and Judith Sechler. The National Center for Rsearch in Vocational Education, 1960 Kenny Road,Columbus, OH 43210, 1977. Cost: $6.75.

This guide is designed to aid in planning, developing, implementing, and evaluating career resource centers. It describes the special characteristics and needs of such centers and designates the steps in planning, establishing, staffing, organizing, and selecting materials for them. It deals with various staffing and management options; the importance of public relations; potential programs, services, and activities; and procedures for evaluation. It includes sample floor plans and physical layouts, ideas, and photographs of materials displays, sample publicity items, questionnaires for assessing needs and evaluating outcomes, information about potential funding sources, a mini-proposal for developing a career resource center, and a bibliography of selected resources.

*Planning a Career Resource Center.* (Module 19) Clella Klinge, Neal Rogers, and Robert A. Wood. National Consortium on Competency-Based Staff Development, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302. 1976.

This module, which requires approximately 6 hours to complete, is addressed to working guidance personnel in school settings, grades 7-14. It is designed to facilitate establishment or improvement of a career resource center (CRC) by providing participants with the ability to demonstrate the following competencies: (1) knowledge of the components of a CRC and the systematic process for its establishment or improvement; (2) ability to identify needs of a subpopulation to be served by the information component and to write objectives that correspond to those needs; (3) ability to choose programs, activities and services that implement the objectives from #2, analyze requirements, and assign priorities; and (4) ability to identify and sequence tasks necessary to implement #3 and construct a chart designating who is responsible for completing the tasks. A 21-page Coordinator's Guide is bound with the 66-page module.

*Developing Facility Maintenance Competencies for Career Resource Technicians.* (Module 21) Clarence D. Johnson. National Consortium on Competency-Based Staff Development, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302. 1976.

This module, requiring only 5 hours to complete, is designed to provide the participant (career resource technicians and aides) with entry level skills in facility maintenance. Upon completion of the module, they will be able to demonstrate the following competencies: (1) select occupational materials for use in a career resource center (CRC) according to criteria established by the National Vocational Guidance Association; (2) name available resources in the community for speakers representing [illegible] occupational levels and name the guidelines for establishing a speaker's bureau; (3) construct a calendar of events and identify five ways to market CRC activities; and (4) demonstrate the arrangement of materials in a CRC for consumer use. The module includes an appendix describing filing systems and a Coordinator's Guide.

*Developing People Relationship Competencies for Career Resource Technicians.* (Module 20) Jill Paddick and Dale Dobson, 1976. National Consortium on Competency-Based Staff Development, American Institutes for Research, P.O. Box 1113, Palo Alto, CA, 94302.

This learning module requires only 6 hours to complete. It addresses the career resource center technician who interacts daily with students, faculty, staff, administrators, parents, and people from the community. Its objective is to provide the technician with the following competencies: (1) knowledge of the functions of people related competencies (assist students, promote the career resource center, etc.); (2) interview skills; (3) appropriate telephone techniques; (4) skills in conducting group or individual orientations to the career resource center; and (5) confidence in ability to instruct individuals or groups in use of materials. A 25-page Coordinator's Guide is bound with the 70-page module.

# KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

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Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
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**U.S. Department of Education, Office of Adult and Vocational Education**

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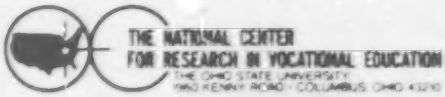
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## Competency-Based Career Guidance Modules

**CATEGORY A: GUIDANCE PROGRAM PLANNING**
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

**CATEGORY B: SUPPORTING**
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

**CATEGORY C: IMPLEMENTING**
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

**CATEGORY D: OPERATING**
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

**CATEGORY E: EVALUATING**
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

Published and distributed by **Bell & Howell Publication Systems Division**,
Old Mansfield Road, Wooster, Ohio 44691-9050. 1-800-321-5881 or in Ohio call (216) 264-6666.

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ISBN 0-934425-17-5